



Montana Office of Public Instruction

ESEA Title II, Part D “ED Tech”

Technology Plan

March 2002

(Updated April 2009)

Montana Office of Public Instruction

ESEA Title II, Part D “ED Tech”

Technology Plan

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Strategies for Improving Academic Achievement

Goals and Objectives

Integrating Technology into Curriculum and Instruction

Increasing the Ability of Teachers to Teach

Enabling Students to Meet Challenging State Standards

Program Goal 1

Integrating Technology into Curriculum and Instruction: All Montana teachers will be effective and efficient integrators of technology into their curriculum and instruction.

Objective 1: For districts selecting this objective: One hundred percent of district teachers will rate themselves as a 3 or better as measured by the Teachers' Technology Use in Teaching and Learning section of TAGLIT*, by spring 2014.

Strategies

School districts participating in funding under ESEA Title II, Part D, formula and competitive grants will be required to address objectives from this technology plan. For districts receiving formula level funding, the district may choose one objective, aligning it to the local needs that they are able to meet with the level of funding provided. Districts receiving competitive funds will be required to address all objectives in their proposal.

Districts aligned to this goal will utilize the TAGLIT assessment instrument to determine their baseline data and their data growth needed to document progress toward goal achievement required to meet it. Districts will design, implement and assess their own activities, aligned to local needs and directions, to fulfill this objective.

Districts participating in this objective began collecting baseline data in the fall of 2003 and are required to update the data at a minimum of every other year. Spreadsheets with data requirements are posted on the OPI Web site at

<http://www.opi.mt.gov/EdTech/Index.html> and notices are sent to districts.

Program Goal 2

Increasing the Ability of Teachers to Teach: All Montana teachers and principals will be technologically proficient.

Objective 2: One hundred percent of teachers will rate themselves as a 3 or better by the Teachers' Technology skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the TAGLIT' by spring 2014.



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Strategies

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Program Goal 3

Enabling Students to Meet Challenging State Standards: All Montana students will be technologically proficient by eighth grade.

Objective 3: One hundred percent of students will rate themselves as a 3 or better as measured by the Students' Technology Skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the TAGLIT* by spring 2014.

Strategies

School districts participating in funding under ESEA Title II Part D, formula and competitive grant recipients will be required to address objectives from this technology plan. For districts receiving formula level funding, the district may choose one objective, aligning it to local needs that they are able to meet with the level of funding provided. Districts receiving competitive funds will be required to address all objectives in their proposal.

Districts aligned to this goal will utilize the TAGLIT assessment instrument to determine their baseline data and their data growth needed to document progress toward goal achievement required to meet it. Districts will design, implement and assess their own activities, aligned to local needs and directions, to fulfill this objective.



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Objectives 1 and 2

Targeted Growth 2003-2014

Based upon TAGLIT Data - Statewide Summary as reported in June of each year.

Growth Target - **Actual Growth Achieved**

| Baseline Data 2003 | | | 2004 | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | |
|--|------|-----|------|-----|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|
| Objective 1.1 TAGLIT Tech Use | 2b.2 | 2.1 | 2.3 | 2.1 | 2.5 | | 2.6 | | 2.8 | | 3.0 | | 3.1 | | 3.3 | | 3.5 | | 3.6 | | 3.8 | | 4.0 | |
| | 2b.3 | 1.8 | 2.0 | 1.8 | 2.2 | | 2.4 | | 2.6 | | 2.8 | | 3.0 | | 3.2 | | 3.4 | | 3.6 | | 3.8 | | 4.0 | |
| | 2b.4 | 1.8 | 2.0 | 1.9 | 2.2 | | 2.4 | | 2.6 | | 2.8 | | 3.0 | | 3.2 | | 3.4 | | 3.6 | | 3.8 | | 4.0 | |
| | 2b.5 | 2.0 | 2.2 | 2.1 | 2.4 | | 2.5 | | 2.7 | | 2.9 | | 3.1 | | 3.3 | | 3.4 | | 3.6 | | 3.8 | | 4.0 | |
| Objective 3.1 TAGLIT Tech Skills | 2a.1 | 2.5 | 2.6 | 2.5 | 2.8 | | 2.9 | | 3.1 | | 3.2 | | 3.3 | | 3.5 | | 3.6 | | 3.8 | | 3.9 | | 4.0 | |
| | 2a.2 | 2.1 | 2.3 | 2.2 | 2.5 | | 2.6 | | 2.8 | | 3.0 | | 3.1 | | 3.3 | | 3.5 | | 3.6 | | 3.8 | | 4.0 | |
| | 2a.3 | 2.6 | 2.7 | 2.6 | 2.9 | | 3.0 | | 3.1 | | 3.3 | | 3.4 | | 3.5 | | 3.6 | | 3.8 | | 3.9 | | 4.0 | |
| | 2a.4 | 2.5 | 2.6 | 2.5 | 2.8 | | 2.9 | | 3.1 | | 3.2 | | 3.3 | | 3.5 | | 3.6 | | 3.8 | | 3.9 | | 4.0 | |

(Growth Targets Rounded to 1 Decimal Place)

Steps to Increase Accessibility

Technology funding for school districts via the Timber Harvest (see Strategies for Funding section for details) funding approach are equitably distributed to districts via a formula determined by the enabling legislation. Local districts are in charge of applying the funds to meet local needs, including increasing technology access for all students.

ESEA Title II, Part D (1) formula delivered funds are targeted toward ESEA Title I school districts and provide those districts with the opportunity to increase access to technology for all students. ESEA Title II, Part D (2) will target those districts most in need of technology via the structure of the competitive program (see description in the Competitive Grant section).

The Office of Public Instruction (OPI) hosts an Assistive Technology Task Force through the Special Education Division. The committee includes 17 state educators and three OPI staff members.

Assistive Technology Task Force Vision

The Assistive Technology Task Force promotes and disseminates information and resources on best practices in assistive technology resulting in equal access for all.



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Mission

The vision will be accomplished by providing:

- ✓ Adequate, accessible resources,
- ✓ Ongoing “just-in-time” training,
- ✓ Networked, statewide communication and dissemination system,
- ✓ Comprehensive, well-defined service delivery unique to Montana, and
- ✓ Qualified, specialized personnel.

Accountability Measures

School districts accessing funding through ESEA Title II, Part D will be aligning their local technology plans with the goals and objectives of this technology plan. The measurable objectives, indicating the attainment level expected and the measurement tool to be used, provide the basis for accountability. Further data will be gleaned from the TAGLIT for other indicators of technology infusion in Montana schools. Possible indicators include: Technology Planning – Process, Document, Support and Policy, Technology Expenditures, Professional Development Needs, Technology and the Way the Classroom Works, Community Connections, Hardware, Software and Support.

Innovative Delivery Strategies

School districts across the state are utilizing existing distance learning networks and exploring the use of other technology supported methods. Vision Net, founded in 1995 to serve as a regional telecommunications company specializing in the use of leading edge technology, provides one avenue for districts in the delivery of educational courses and professional development. Videoconferencing, Internet services, wide area networks and broadband transport form the foundation of their services.

| MontanaVision Net K-12 Locations | | | | | | | |
|---|----------|------------------------------------|-----------|--------------------|-----------------------------|-----------|-----------------|
| Site Name | Capacity | Address | City | Contact Name | Site Telephone | Equipment | IP Address |
| Arlee High School | varies | 123 Fyant Street | Arlee | Michelle Wieler | 406-726- 3216 ext 217 | Polycom | 65.19.232.170 |
| Bainville | 12 | 409 Tubman Street | Bainville | Dennis Maasjo | 406-769- 2321 | Polycom | 65.19.255.146 |
| Billings Public Schools Admin | varies | 415 N 30th Lincoln Center | Billings | Karen Palmer | 406-247- 3757 | Polycom | 209.137.247.213 |



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| MontanaVision Net K-12 Locations | | | | | | | |
|--------------------------------------|----------|-----------------------|-----------|--------------------------------|----------------|-----------|------------------------------|
| Site Name | Capacity | Address | City | Contact Name | Site Telephone | Equipment | IP Address |
| Box Elder | 12 | On hwy to Rocky Boy | Box Elder | Marla Gasvoda | 406-352-4955 | Polycom | Polycom - coming soon |
| Broadus | varies | 500 N Trautman | Broadus | Richard Cameron | 406-436-2658 | Polycom | 65.19.232.162 |
| Brockton | varies | 1215 N 5th Street | Brockton | Becky Taylor | 406-786-3311 | Polycom | 65.19.255.90 |
| Browning High School | varies | 1st Ave. South | Browning | Mike Lightheiser | 406-338-2715 | Polycom | 65.19.248.26 |
| Chinook | varies | 528 Ohio Street. | Chinook | Paula Molyneax | 406-357-2628 | Polycom | 65.19.251.159 |
| Colstrip Schools | varies | 5000 Pine Butte Drive | Colstrip | Deborah Smith/Dennis Davenport | 406-748-2920 | Polycom | 65.19.248.106 |
| Cut Bank High School | varies | 300 1st Street NE | Cut Bank | John Nix | 406-873-5629 | Polycom | 65.19.248.42 |
| Dodson High School | varies | 124 1st Ave West | Dodson | Les Wells | 406-383-4361 | Polycom | 65.19.254.161 |
| Eureka | 25 | 335 6th Street East | Eureka | David Gay | 406-297-5649 | Polycom | 65.19.232.138 |
| Fairfield Elem | 12 | 13 7th Street | Fairfield | Loren Tacke | 406-467-2425 | Polycom | 65.19.255.114 |
| Frazer | varies | 325 6th Street. | Frazer | Lynn Mavencamp | 406-695-2241 | Polycom | 65.19.255.18 |
| Froid High School | varies | 408 1st Street | Froid | Roger Britton | 406-766-2342 | Polycom | 65.19.248.202 |
| Geraldine Schools | varies | 238 Brewster Street | Geraldine | Rod Simpson | 406-737-4311 | Polycom | 216.146.100.181 |



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|---|----------|-------------------------|----------------|---------------------------|----------------|-----------|---------------|
| Site Name | Capacity | Address | City | Contact Name | Site Telephone | Equipment | IP Address |
| Glasgow High School | varies | No. 1 Scottie Drive | Glasgow | Margaret Markle | 406-228-4061 | Polycom | 65.19.248.210 |
| Hardin High School | 16 | 702 North Terry | Hardin | Richard Bowler | 406-665-6300 | Polycom | 65.19.255.106 |
| Hays-LodgePole | 12 | Hwy 66 | Hays/LodgePole | Cindy Carrywater | 406-673-3220 | Polycom | 66.113.40.210 |
| Heart Butte High School | varies | Heart Butte School Road | Heart Butte | Richard Richardson | 406-338-2211 | Polycom | 65.19.248.34 |
| Hinsdale | varies | 600 N. Montana | Hinsdale | Jim Tolleson | 406-364-2314 | Polycom | 65.19.248.226 |
| Libby | varies | not available | Libby | Andrea Wandler | 406-293-2721 | Polycom | 65.19.232.106 |
| Lustre Christian | varies | not available | Lustre | Al Leland | 406-392-5735 | Polycom | 65.19.232.66 |
| Malta High School | varies | S. 9th Street W. | Malta | John Roberts | 406-654-1871 | Polycom | 65.19.254.233 |
| Medicine Lake | varies | 311 Young Street | Medicine Lake | David Kloker | 406-789-2211 | Polycom | 65.19.248.10 |
| North Star | varies | 105 3rd Ave NE | Rudyard | Joanie Litt | 406-355-4460 | Polycom | 65.19.251.236 |
| Opheim | varies | PO Box 108 | Opheim | Leroy Nelson | 406-762-3214 | Polycom | 65.19.255.10 |
| Philipsburg | varies | 407 Schuepel | Philipsburg | Sharon Christenson | 406-859-3232 | Polycom | 65.19.255.50 |
| Power High School | 18 | 412 Teton | Power | Jon Konen/Steve Timmerman | 406-463-2251 | Polycom | 65.19.255.82 |
| Rapelje | varies | C Street & Main | Rapelje | Brian Lucas | 406-663-2215 | Polycom | 66.113.40.15 |



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| MontanaVision Net K-12 Locations | | | | | | | |
|--------------------------------------|----------|------------------------|--------------|--------------------------|----------------|-----------|---------------|
| Site Name | Capacity | Address | City | Contact Name | Site Telephone | Equipment | IP Address |
| Rosebud Schools | varies | 601 Main Street | Rosebud | Lisa Blevins/Dan Lantis | 406-347-5353 | Polycom | 65.19.248.50 |
| Scobey High School | 18 | 205 2nd Avenue East | Scobey | Dave Selvig/Gracia Lapke | 406-487-2202 | Polycom | 65.19.248.66 |
| St.Regis Schools | varies | Drawer K6 Tiger Street | St. Regis | Becky Aaring | 406-649-2311 | Polycom | 65.19.232.74 |
| Sunburst | varies | 414 3rd Street S. | Sunburst | John Hvidsten | 406-937-2811 | Polycom | 65.19.248.98 |
| Westby | varies | 101 5th Ave E. | Westby | Wayne Koterba | 406-385-2225 | Polycom | 65.19.248.2 |
| Whitewater | varies | 1 Main Street | Whitewater | Charleen Wasson | 406-674-5417 | Polycom | 65.19.254.102 |
| Willow Creek Schools | varies | 407 Main Street | Willow Creek | Russ McKenna | 406-285-6991 | Polycom | coming soon |

| MontanVision Net University/College Locations | | | | | | |
|---|----------|---------------|--------------|-----------------------|----------------|----------------|
| Site Name | Capacity | Address | City | Contact Name | Site Telephone | Equipment |
| Blackfoot Community College | 16 | US-2 & US-89 | Browning | Jay Longtime Sleeping | 406-338-5441 | Polycom (soon) |
| Chief Dull Knife College | 20 | 1 College Way | Lame Deer | Dan Pleier | 406-477-6215 | Polycom |
| Fort Belknap CC | 18 | Hwy 2 & 66 | Fort Belknap | Mary John Taylor | 406-353-2607 | Polycom |
| Fort Peck CC - Poplar RLS 3 | 12 | Hwy 2 East | Poplar | Gwen Gourneau | 406-768-6363 | Polycom |
| Fort Peck CC - | 18 | 301 Benton | Wolf Point | Dennis Reid | 406-653-3900 | Polycom |



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| MontanVision Net University/College Locations | | | | | | |
|--|----------|-------------------------|-------------|-----------------|--------------------|-----------|
| Site Name | Capacity | Address | City | Contact Name | Site Telephone | Equipment |
| Wolf Point Classroom | | | | | | |
| Fort Peck CC - Wolf Point Portable | 12 | 301 Benton | Wolf Point | Dennis Reid | 406-653-3900 | Polycom |
| Little Big Horn College | 18 | 1 Forestry Lane | Crow Agency | Franklin Cooper | 406-638-3161 | Polycom |
| MSU Great Falls Rm 278 | 24 | 2100 16th Ave S | Great Falls | Sandy Jappe | 800-662-6132 #3730 | Polycom |
| MSU Lewistown | 24 | Wendell & C Street | Lewistown | Sandy Jappe | 800-662-6132 #3730 | Polycom |
| MSUN - Great Falls Rm 275 | 18 | MSU-COT 2100 16th Ave S | Great Falls | Sandy Jappe | 800-662-6132 #3730 | Polycom |
| MSUN 117 | 30 | MSU Northern | Havre | Sandy Jappe | 800-662-6132 #3730 | Polycom |
| MSUN 201 | 40 | MSU Northern | Havre | Sandy Jappe | 800-662-6132 #3730 | Polycom |
| MSUN 203 | 32 | MSU Northern | Havre | Sandy Jappe | 800-662-6132 #3730 | Polycom |
| Rocky Mountain College | 24 | 1511 Poly Drive | Billings | Stevie Schmitz | 406-657-1134 | Polycom |



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State of Montana Information Technology Environment

The state's information technology environment is managed and operated from an enterprise perspective mandated by the Montana Information Technology Act of 2001. The governance structure involves several organizations (Information Technology Board, Information Technology managers' (ITSD) of the Department of Administration, and agency information technology organizations. For a description of this governance structure, as well as detailed information about the state's plans for technology, see the State Strategic Plan for Information Technology. Copies are available on ITSD's Internet Web site at <http://itsd.mt.gov/about/default.mcp.x>. The state provides data networking facilities and services for all agencies and other qualifying organizations.

The **Montana Educational Telecommunications NETwork (METNET)** Interactive Video System (<http://discoveringmontana.com/isd/css/servicesrates/metnetvideoconf.asp>) provides two-way interactive compressed digital video facilities across the state. The METNET system facilitates interactive video classes, training, meetings and hearings between the sites. METNET is available for use by state agencies, higher education, K-12 schools, and approved nonprofit corporations where usage qualifies under state statute.



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| | | METNET Locations | |
|-------------------------------|-----------------|---|--|
| City | Capacity | Location | Contact Name |
| <u>Billings</u> | 24 | Montana State University-Billings Conferencing Center, 214 N Broadway, 59101 | Rob Massee, Coordinator, 896-5869 |
| <u>Boulder</u> | 10 | Montana Developmental Center Administration Building, Room 123; 310 E 4th Street, 59632 Photos of site | Deb Gabse, Coordinator, 225-4496 |
| <u>Bozeman</u> | 30 | Montana State University-Bozeman EPS Bldg, Rm 126, Burns Telecommunications Center Corner of S 7th and Grant, 59717 Photos of site | Kim Obbink, Director, 994- 6550 Nadeen Comfort, Coordinator, 994-6553 |
| <u>Butte</u> | 36 | Montana Tech of the University of Montana Engineering Lab Classroom Bldg, Rm 225, 1300 West Park Street, 59701 Photos of site | Marcia Lubick, Coordinator, 496-4287 |
| <u>Dillon</u> | 12 | Western Montana College of the University of Montana-Dillon Swysgood Technology Center STC, Room 201 (2nd Floor), 710 S Atlantic, 59725 Photos of site | Mike Schulz, Coordinator, 683-7541 Denice Rust, Scheduler, 683-7542 |
| <u>Great Falls</u> | 24 | Montana State University College of Technology-Great Falls Rm B133, 2100 16th Ave S, 59405 Photos of site | Deborah Richerson, Coordinator, 771-4303. |
| <u>Havre</u> | 18 | Montana State University-Northern, Havre Hagener Science Center, Rm 202, 300 11th Street W, 59501 Photos of site | Wanda McKinney, Scheduler, 265-3702 |
| <u>Helena</u> | 25 | Helena College of Technology of The University of Montana Rm 213, 1115 N Roberts, 59601 | Melody Lee, Coordinator, 444-1221 |



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| | | | |
|--|--|--------------------------------|--|
| | | Photos of site | |
|--|--|--------------------------------|--|

| | | | |
|--------------------------|-----|---|--|
| <u>Helena</u> | 16 | Department of Public Health and Human Services SRS Bldg, 111 N Sanders, 59620 Photos of site | Joan Miles, Director, 444-5622 Teri Lundberg, Coordinator, 444-1922 |
| | 148 | The DPHHS Auditorium is available by calling 444-3130 | |
| <u>Kalispell</u> | 30 | Flathead Valley Community College Learning Resource Center, Rm 120 777 Grandview Dr, 59901 | Malinda Crawford, Coordinator, 756-3828 |
| <u>Miles City</u> | 40 | Miles Community College Rm 313, 2715 Dickinson, 59301 | Vicky Crofutt, Scheduler, 874-6222 |
| <u>Missoula</u> | 30 | University of Montana-Missoula Gallagher Bldg, Rm 104, Corner of Arthur & Eddy, 59812 | William Marcus, Director, 243-4101 Joan Richarde, Coordinator, 243-6519 |

Additional Sites Accessible by METNET - (Rates Vary)

| | | | |
|---|--|---|--|
| Montana Tribal Colleges Fort Peck Community College, Poplar Little Big Horn College, Crow Agency Salish-Kootenai College, Pablo | Eastern Montana Telemedicine Network (EMTN) (657-4870) Baker Big Timber Billings Bozeman Colstrip Columbus Culbertson Forsyth Glasgow Glendive Helena Livingston Malta Miles City Plentywood Poplar | REACH Montana Telemedicine Network (455-5588) Big Sandy Box Elder Chester Chinook Choteau Conrad Cut Bank Fort Benton Havre Great Falls Rocky Boy Shelby | Montana Partners in Health Telemedicine Network (237-4527) Absarokee Billings Bridger Butte Crow Agency Hardin Harlowton Lame Deer Miles City Red Lodge |
|---|--|---|--|



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| | | | |
|--|---|--------------------------|--|
| | Red Lodge Scobey Sidney Wyoming Cody Lovell | White Sulphur Springs | |
|--|---|--------------------------|--|

Non-Supplant Assurance

The Montana Office of Public Instruction (OPI) receives no funding from the state of Montana or other non-federal sources, and thus does not utilize the funds provided under ESEA Title II Part D, Enhancing Education Through Technology to supplant funds from other sources. Local districts, on an indeterminate schedule, receiving Timber Harvest funds (see information provided under the “Strategies for Financing Technology”), will be required to address, in their technology plans and application for funds, the supplement/supplant issue with language that ensures that local funds will not be replaced with the ESEA Title II, Part D, Enhancing Education Through Technology funds.

Professional and Curricular Development

While the professional development of teachers and curriculum development are local responsibilities in Montana, administrative rules exist for those areas. Content and Performance Standards for Technology, as well as the content and performance standards for the other content areas and Standards Integration Charts serve as the basis for the infusion of technology across the curriculum and for the professional development of teachers. As resources become available to the Office of Public Instruction (OPI) through direct funding or partnerships with other agencies and institutions, professional development and curriculum development activities relevant to technology will be made available to Montana educators.

Technology Content and Performance Standards

Adopted into the Administrative Rules of Montana (ARM), by the Montana Board of Public Education effective August 15, 2008, the Montana Technology Content and Performance standards provide the basis for the infusion of technology across the curriculum in Montana school districts. Since districts are required to develop, implement and assess their own curriculum, the technology standards provide a strong unifying thread across Montana’s nearly 500 districts.

The standards were developed by Montana educators and reflect the broad view that technology (including computers and other technologies) are a tool for the enhancement of teaching and learning in all content areas.



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Montana Standards for Technology Overview Statement

Today's learners—teachers and students—are continually affected by a variety of digital technologies. These technologies have altered their expectations and skills. Traditional instruction alone no longer provides students with all the skills necessary to find personal value and professional success. Therefore, education needs to play an increasing role in empowering learners to be technologically literate and to integrate digital tools into their lives. Expectations for student learning are increasing as digital tools make basic tasks easier. We must help students meet these expectations by understanding that:

- digital technology must be in the hands of all students;
- technological literacy includes more than simple mastery of skills;
- digital citizens must use digital tools safely and responsibly;
- Learning environments are no longer constrained by school walls; they are global and personal;
- digital technology skills are acquired, developed, and mastered at an individual pace;
- access to tools and flexible networks are critical for learner success.

While digital technology tools can be used to facilitate assessment of student learning, the primary application of these tools must be used to support content area learning. Although integrated learning systems can be used to deliver curriculum, true technology integration involves dynamic interactions among learners using digital tools.

Inquiry-based learning activities, rich in relevant content and integrated with digital technology, can facilitate collaboration, critical thinking, creativity, and problem solving. Properly applied, technology enhances learning and instruction, but does not become the focus. By providing access to information and tools for expression, opening pathways to communication, and facilitating personal understanding, technology supports learning in all subjects.

The standards are benchmarked at grades 4, 8 and Upon Graduation and now include Essential Learning Expectations for students in all grade levels K-12. The standards documents are available at <http://www.opi.mt.gov/Accred/cstandards.html>.

Montana Content and Standards for Technology

- | | |
|----------------------------|--|
| Content Standard 1. | A student must use digital tools and resources for problem solving and decision making. |
| Content Standard 2. | A student must collaborate and communicate globally in a digital environment. |
| Content Standard 3. | A student must apply digital tools and skills with creativity and innovation to processes. |
| Content Standard 4. | A student must possess a functional understanding of technology concepts and operations. |



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Technology Related Administrative Rules of Montana (ARM)

10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY DELIVERED LEARNING

(1) This rule establishes requirements for distance, online, and technology delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.

(2) School districts may receive and/or provide distance, online, and technology delivered learning programs.

(a) School districts receiving distance, online, and technology delivered learning programs to supplement instruction may utilize distance, online, and technology delivered learning as they would other supplementary resources without restriction.

(b) Distance, online, and technology delivered learning programs and/or courses shall meet the learner expectations adopted by the school district and be aligned with state content and performance standards.

(c) A school district shall provide a report to the Superintendent of Public Instruction documenting how it is meeting the needs of students under the accreditation standards who are taking a majority of courses during each grading period via distance, online, and/or technology-delivered programs.

(3) Except as provided in (3)(a), teachers of distance, online, and technology delivered learning programs shall be licensed and endorsed in Montana in the area of instruction taught. School districts receiving distance, online, and technology delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.

(a) When a teacher of distance, online, and technology delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana in the area of instruction facilitated.

(i) The provisions of (3) and (3)(a) shall not be effective until July 1, 2009.

(b) When a teacher of distance, online, and technology delivered learning programs is qualified as provided in (3), the receiving school district's facilitator shall be a licensed teacher or a para-educator.

(c) School districts receiving distance, online, and technology delivered learning programs and/or courses must provide qualified facilitators for synchronous delivery to students in schools accredited by the Montana Board of Public Education, requiring physical presence of a facilitator, and for asynchronous delivery, requiring facilitators be available to students.

(d) The school district must ensure that the distance, online, and technology delivered learning facilitators receive in-service training on technology delivered instruction pertaining to:

- (i) the course organization;
- (ii) classroom management;
- (iii) technical aspects of the delivery method;
- (iv) strategies for use of distance learning;
- (v) monitoring of student testing;
- (vi) and securing other services as needed.

(4) Montana school districts providing distance, online and technology delivered learning shall comply with the teacher load requirements of ARM 10.55.713(3).



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(5) All providers or coordinating entities of distance, online, and technology delivered learning programs shall annually, no later than October 1:

(a) register with the Office of Public Instruction;

(b) identify all Montana school districts to whom they are providing distance, online, and technology delivered programs and/or courses;

(c) document the professional qualifications, including Montana teacher licensure and endorsement, of their teachers of distance, online, and technology delivered programs and/or courses;

(d) provide the course description including the content and delivery model for each distance, online, and technology delivered program and/or course provided to Montana schools; and

(e) demonstrate that the students they serve have ongoing contact with their teachers of distance, online, and technology delivered learning programs and/or courses. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1995 MAR p. 626, Eff. 4/28/95; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2004 MAR p. 719, Eff. 4/9/04; AMD, 2007 MAR p. 692, Eff. 5/25/07.)

10.55.601 ACCREDITATION STANDARDS: PROCEDURES

(1) The board of public education adopts standards of accreditation upon the recommendation of the state superintendent of public instruction.

(2) The board and the office of public instruction establish procedures and schedules for reviewing the accreditation status of each school.

(3) To ensure continuous education improvement, the school district shall develop, implement, evaluate, and revise a five-year comprehensive education plan.

(a) This plan shall include:

(i) a school district level education profile as described in guidance provided periodically by the office of public instruction;

(ii) the school district's educational goals in accordance with ARM 10.55.701;

(iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;

(iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and

(v) a professional development component, in accordance with ARM 10.55.714.

(b) By May 1, 2003, the district trustees shall file their adopted five-year comprehensive education plan with the office of public instruction and make their plan available to employees and the public.

(c) The office of public instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's comprehensive education plan.



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ADMINISTRATIVE RULES OF MONTANA

10.55.601 Content Standards

(4) To ensure continuous educational improvement and to meet the identified needs of students in every school, every school in the district shall develop and have on file in the district office a comprehensive education plan.

(5) To ensure continuous educational improvement, the office of public instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students.

(6) School districts are required to maintain present programs that meet current standards until such standards are superseded. The content and performance standards will supersede model learner goals according to the following schedule:

(a) Reading – Currently in the revision process, expected adoption is fall 2009;

(b) Mathematics – Revised 2009, currently in the adoption process;

(c) Science – Revised 2006;

(d) Technology – Revised August 2008 (aligned with the Library Media/Information Literacy standards;

(e) Health enhancement – Revision pending;

(f) Communication arts (including Reading) Currently in the revision process, expected adoption is fall 2009;

(g) World languages – Revision pending;

(h) Social studies – Revision Pending;

(i) Arts – Revision Pending;

(j) Library media/Information Literacy Standards – Revised August 2008 (aligned with the Technology Standards);

(k) Workplace competencies – Revision pending;

(l) Vocational/technical education – Revision pending.

(7) On or before July 1, 2004, a school district shall align its curriculum to the state content and performance standards and program area standards as adopted by the board of public education. A school district shall maintain programs to align with the state's schedule for revising standards. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1992 MAR p. 43, Eff. 1/17/92; AMD, 1992 MAR p. 1472, Eff. 7/17/92; AMD, 1993 MAR p. 682, Eff. 4/30/93; AMD, 1994 MAR p. 2524, Eff. 9/9/94; AMD, 1995 MAR p. 1037, Eff. 6/16/95; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 172, Eff. 2/1/02.)

10.55.603 CURRICULUM AND ASSESSMENT

(1) Local school districts shall incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally. School districts shall assess the progress of all students toward achieving content and performance standards in all program areas. Assessment of all students shall be used to examine the educational program and measure its effectiveness based on the content and performance standards.

(a) The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other students' no longer in attendance.



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(b) The information obtained shall be considered in curriculum and assessment development. (2) For content and performance standards in all program areas in accordance with ARM 10.55.602(8), school districts shall:

(a) establish curriculum and assessment development processes as a cooperative effort of personnel certified and endorsed in the program area and trustees, administrators, other teachers, students, specialists, parents, community and, when appropriate, tribal representatives and state resource people;

(b) review curricula at intervals not exceeding five years and modify as needed to meet educational goals of the five-year comprehensive education plan in accordance with ARM 10.55.601;

(c) at least every five years, review and select materials and resources necessary for implementation of the curriculum and assessment that are consistent with the goals of the five-year comprehensive education plan; and

(d) review curricula to ensure the inclusion of the distinct and unique cultural heritage of the American Indians. ADMINISTRATIVE RULES OF MONTANA 12/31/02 10-773 10.55.603
BOARD OF PUBLIC EDUCATION

(3) School district assessment plans shall be included in the comprehensive education plan.

(a) School districts shall use effective and appropriate multiple measures and methods to assess student progress in achieving content and performance standards in all program areas.

(b) Utilizing input from representatives of accredited schools, the office of public instruction shall develop criteria and procedures for the selection of effective and appropriate multiple measures and methods to be used to assess student progress in reading and mathematics in grades 4, 8 and 11.

(c) The office of public instruction shall provide technical assistance to districts to meet the criteria and procedures in (3)(b).

(d) Not later than the school year immediately following the completion of written sequential curricula aligned with the content and performance standards in a program area in accordance with ARM 10.55.601(6), the school district shall begin the development of a student assessment process for that program area. The assessment process must be in place two years following the development of written curriculum.

(4) In addition to the school-by-school reporting of norm-referenced testing results in accordance with ARM 10.56.101, districts shall annually report to the office of public instruction the school level results of measures for the standards that are not adequately assessed by the norm-referenced tests in reading and mathematics at grades 4, 8 and 11.

(a) Utilizing input from representatives of accredited schools, the office of public instruction will identify the additional standards in reading and mathematics that are to be assessed with other measures.

(b) The measures used to report to the office of public instruction shall be included within the district assessment plan in accordance with ARM 10.55.601.

(c) The criteria and procedures set forth in (3)(b) shall be used by the office of public instruction in an approval process to assure the quality of the other measures that will be used to assess and report progress in reading and mathematics at grades 4, 8 and 11. (History: Sec. 20-2-114, 20-2-121, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff.



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7/1/89; AMD, 1997 MAR p. 1185, Eff. 7/8/97; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

Professional Development

ARM 10.55.714 Professional Development, requires local districts to focus on teachers as central to improving student learning. Ongoing, sustained, job-embedded professional development is required and districts are required to plan collaboratively for the delivery proven research and practices in teaching, learning and leadership. An emphasis on the Montana Content and Performance Standards ensures that technology is integrated across the content areas.

Comprehensive Education Plan

ARM 10.55.601 Five-Year Comprehensive Education Plan

The Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools.

- **District Plan** - The ultimate goal is for a district to generate a single comprehensive education plan that meets local needs and the needs of all state and federal programs, with specific program amendments as necessary.
- **School Plan** - To foster continuous education improvement throughout the district and to meet the needs of all students in every school, every school in the district will develop and have on file in the district office, a five-year school comprehensive education plan following the district plan requirements.

The comprehensive education plan (revised plan due 12/31/2009) includes five components:

- A school district level education profile, provided in guidance by the OPI,
- District educational goals,
- A description of planned progress toward implementing all content, performance, and program areas standards,
- A description of strategies for assessing student progress toward meeting all content and performance standards, and
- A professional development component.



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Effectiveness Reports on the Five-Year Comprehensive Education Plan

Districts must annually report to the OPI on the effectiveness of their Five-Year Comprehensive Education Plan. The report includes reading, math and professional development goals and objectives and may include other areas as determined by the district. Districts report the objective; include data, data analysis, and a course of action for continuous improvement. The effectiveness reports are peer reviewed and districts receive feedback from the review process. For the smallest school districts in Montana, the results of the review are used, in part, to determine the Adequate Yearly Progress (AYP) status of the district.

Curriculum Development

10.55.603 Curriculum Development and Assessment, requires districts to incorporate all of the content and performance standards into their curriculum, implementing them sequentially and developmentally. Districts must assess the progress of all students toward meeting those standards.

Technical Assistance

Technical assistance and information dissemination will be provided through a variety of methods proven to work for Montana. These methods include:

- Distribution to the Montana Association of School Superintendents (MASS) via their regional meetings, attended monthly by members of the OPI,
- Posting on the OPI Web site,
- E-mailed to districts via the state listserv that includes every district and county superintendent,
- Annual federal program consolidated application workshop provided via the Montana Educational Telecommunications Network (METNET) and Vision Net video conferencing networks,
- Workshops scheduled in the east and west areas of the state to detail the specific program requirements and guidance necessary,
- Workshops (including grant writing) broadcast through the METNET/Vision Net system,
- Telephone consultation,
- Workshop presentations at conferences including the MEA/MFT Teacher Professional Development days, and the Montana Association of School Curriculum Development conference, and
- On-site visitations.



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Technology Resources and Systems

With limited resources available and statutory limitations on the OPI, best practices in teaching and learning can best be encouraged and supported through networking and the effective use of data balanced with federal and state initiatives. The OPI will continue to work with, and expand as possible, the activities available from networking partners.

Strategies for Financing Technology

Montana finances technology for school districts utilizing funds from a variety of resources. The legislature created the Timber Harvest Fund, and the Technology Depreciation Fund to assist districts with supplementing technology budgets created from local school levies.

Timber Harvest Funds

- Created by the Montana Legislature to fund technology
- Funds generated by harvest of trees on state lands, (when harvest exceeds 18 million board feet per year)
- Generates funding every other year (usually)
- During the 2005-06 school year, \$4.4 million was distributed-approximately \$30 per student
- During the 2006-07 school year, \$4,461,388 was distributed-approximately \$30 per student
- During the 2007-08 school year, \$895,846 was distributed-approximately \$6.16 per student
- During the 2008-2009 school year, \$1,949,189 was distributed-approximately \$13.49 per student
- Payments are made in early fall
- District clerks are notified
- Funds must be budgeted and can only be spent for technology related needs
- Funds do not have to be spent in the fiscal year they were received in
- Funds are managed in the district's Technology Fund 28

Technology Depreciation Fund

- Established by the 2001 Montana Legislature
- Allows districts to run a mill levy for technology replacement
- Once adopted, it does not need to be voted on again (as long as the amount requested does not increase)
- Revenues must be budgeted as for the Timber Harvest Fund
- Districts can levy up to 20 percent of the original technology costs per year
- Technology costs include hardware, software and professional development
- Election may be run along with another election or alone



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Strategies for Parental Involvement

Applicants will address their local strategies for parental involvement in their technology plans and application. Applicants may include the use of local Web sites for informing parents of assignments, student progress and other locally relevant information, the employment of technology open houses, and other techniques to inform parents about the use of technology in their district to improve teaching and student learning.

Professional Development

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Incentives

Local districts determine incentives (if any) that will be offered to their teachers. A few districts reportedly offer stipends for teachers to attend professional development opportunities beyond the contractual period while others have developed master's level course offerings for their teachers.



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